



GRADE

5



K-PREP

Kentucky Performance Rating For Educational Progress



ON-DEMAND WRITING SAMPLE ITEMS

Spring 2012

Writer's Reference Sheet

Grades 5 and 6

Focusing

- Read the prompt and, if provided, the passage(s).
- Think about what the prompt is asking you to do.
- Think about key issues in the passage, if provided, that will help you fulfill the purpose of writing your response.

Pre-writing

- Think about your audience and purpose for writing.
- Use a pre-writing technique (e.g., brainstorming, webbing, drawing, outlining) to plan your response.
- Think of your thesis statement and supporting details.

Drafting

- Write your response in your response booklet.

Reviewing

- Reread your response to correct any errors that interfere with your ability to communicate your ideas to the audience.

If I am writing a **narrative**, did I

- establish a clear purpose?
- use a variety of techniques (e.g., dialogue, description, anecdote, rhetorical question, surprising fact) to engage my audience?
- convey a sense of significance of the experience?
- use a sequence of events that would unfold naturally for the reader?
- use concrete words and sensory details?

If I am writing to provide **information or explain**, did I

- establish a focused purpose?
- anticipate the needs of my audience?
- incorporate relevant background and contextual information from the reading passage (if a passage is provided)?
- use general and specific details and examples to support my thesis?
- use precise language and domain-specific vocabulary?

If I am writing my **opinion** or creating an **argument**, did I

- establish and maintain focus?
- anticipate audience's knowledge and concerns?
- provide relevant background and contextual information from the reading passage (if a passage is provided)?
- use facts, details and examples to support my opinion/argument?
- use words and phrases to clarify the relationship among opinions/claims, reasons, and evidence?

Scoring Criteria for On-Demand Writing

These criteria will be used to score your work.

Communicating with an Audience through Purpose/Focus	<ul style="list-style-type: none">• Establishes and maintains an authentic purpose• Addresses an appropriate audience• Establishes and maintains an awareness of audience needs
Communicating with an Audience through Idea Development	<ul style="list-style-type: none">• Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose• Elaborates ideas with details, support and examples specifically relevant to the audience and purpose• Applies characteristics of the mode
Communicating with an Audience through Structure	<ul style="list-style-type: none">• Demonstrates coherent and effective text structure in relation to the purpose• Includes a logical progression of ideas• Maintains coherence within and between paragraphs• Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments• Maintains control of sentence structure• Varies sentence structure effectively
Communicating with an Audience through Language and Conventions	<ul style="list-style-type: none">• Selects and maintains word choices to effectively communicate with the audience• Employs voice and tone appropriate for audience and purpose• Communicates with audience effectively, applying correct grammar, usage and mechanics



Scoring Rubric for Kentucky On-Demand Writing

4 Points:

Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.

- The writer establishes and maintains focus on **audience and purpose** and effectively engages the audience by providing relevant background information necessary to anticipate its needs.
- The writer consistently **develops ideas** with depth and complexity to provide insight, support, and clarification of the topic. The writer consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments. In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments. The writer may use a variety of techniques or approaches.
- The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures**. The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations).
- The writer maintains an appropriate voice or tone. The writer consistently **chooses words** that are appropriate to the intended audience and purpose of the writing. The writer consistently uses correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.

3 Points:

Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.

- The writer adequately establishes focus on the intended **audience and purpose**, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. The writer provides adequate background information that generally anticipates audience needs.
- The writer **develops ideas** with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments. In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims. The writer may use different techniques or approaches, but some are less successful than others; one technique may be prominent.
- The writer adequately **organizes** the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. The writer displays **variety in sentence lengths and structures**. The writing includes transitional words and phrases that generally guide the reader. The writer generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion.
- The writer may have occasional lapses in language that cause voice or tone to weaken. The writer **chooses words** that are generally appropriate for the intended audience and writing purpose. The writer adequately demonstrates correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding.



2 Points:

Writers at this score point level display developing writing skill, resulting in less effective communication.

- The writer identifies a generalized **purpose or audience** but does not maintain focus on both. Instead, the writer focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience. Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs.
- The writer demonstrates inconsistent **development of ideas** often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. The writer provides minimal or irrelevant examples and/or details for support. The writer in grades 8, 10, and 11 may attempt to address counterclaims in support of arguments or is unsuccessful in the attempt. If the writer attempts to use different techniques or approaches, their relation to the writing purpose may be unclear.
- The writer demonstrates some attempt at **organization**, but often places ideas in an unclear order that disrupts the natural flow or cohesion. The writer occasionally uses varied sentence structures, but these appear alongside mostly **simple sentences**. Transitions are simple and infrequent. The writer may use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted.
- The writer often uses language that causes voice or tone to weaken or emerge only on occasion. The writer occasionally chooses appropriate **words**, but these appear alongside language that is simple or inappropriate for the intended audience or purpose. Frequent errors in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text.

1 Point:

Writers at this score level demonstrate little or no writing skill, resulting in mostly ineffective communication.

- The writer may identify a general topic but demonstrates little or no awareness of **purpose or audience**. The writer does not provide background or show awareness of the needs of the audience.
- The writer gives little or no purposeful **development of ideas**, interpretation, insight or clarification. The writer provides no examples and/or details for support or the support is inaccurate or irrelevant. The writer in grades 8, 10, 11 does not address counterclaims in support of argument or opinion.
- The writer offers little or no **organizational structure**, placing ideas in no logical order. The writer uses little if any **variety in sentence structures**. Ineffective or absent paragraph divisions create a lack of cohesion. Few, if any, transition words or phrases are used.
- The writer's tone or voice is either inappropriate or absent. The writer uses simple or inappropriate **words**. Errors that appear in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) impede understanding of the text.

**Writing situation:**

Leaders in your county are considering a law that would require all dog owners to keep their dogs on their property or on leashes while out in public. The county has received many complaints in the last month about dogs running across busy streets, into neighbors' yards, and through elementary playgrounds. Some citizens have expressed fears for their safety. If this law is passed, anyone who breaks the law will have to pay a fine. County leaders are seeking public opinion as they consider this law.

Writing directions:

Decide if you think this law is a good idea. Write an email to the county leaders giving your opinion about whether this law is necessary or not. Use specific details to support your opinion.



Annotated Student Response

SAMPLE 1-POINT RESPONSE

Writing

1. This is not a good law because dogs
not redaw just like people do. When a dog
is mean then that's when you need to put it
on a chain. But if it is nice then don't
because that when it decons mean.

1



ANNOTATION — 1-POINT RESPONSE

Grade 5, Prompt 1

Score Point 1

This writer identifies a general topic (*This is not a good law*) but demonstrates little awareness of the needs of the audience because no background information is provided. With so few details or examples, there is little development of ideas (*When a dog is mean then thats when you need to put it on a chain. But if it is nice then Don't Because that when it Becomes mean*). Errors in grammar, usage, and mechanics impede understanding of the text.



Annotated Student Response

SAMPLE 2-POINT RESPONSE

Writing

1. County Leaders,

The law you may pass about dogs staying on your property or on a leash I think is a good idea. This would provide safety to dogs, safety to humans, and less worrying.

First, I think it would be more safe for the dog because if it is kept on your property chances that they would run into a busy street and get hit by a car would be less probable.

Second, I think it would be more safe for people. I think this because with dogs on property, less people need to be rushed to the hospital because they were bitten by some random dog on the streets.

And lastly it would mean less worrying. I know some dog-owners happen to lose their dog and of course they would worry. That is why if they keep them on property or a leash it would prevent worrying.

Like I said it is a good idea and it would provide safety and less worries.



ANNOTATION — 2-POINT RESPONSE

Grade 5, Prompt 1

Score Point 2

The writer identifies a generalized purpose and audience (*The law you may pass about dogs staying on your property or on a leash, I think is a good idea*) **but provides only limited background information, demonstrating a lack of awareness of audience needs. While the writing contains some idea development, the supporting details and examples offer little insight or interpretation** (*I know some dog-owners happen to lose their dog and of course they would worry. That is why if they keep them on property or a leash it would prevent worrying*). **Although there is little development of ideas, the writer demonstrates some attempt at organization by grouping ideas by paragraph. There are some varied sentence structures, but these appear alongside simple sentences. Errors in grammar, usage, and mechanics appear alongside occasional control of these features. Errors sometimes impede understanding of the text.**



Annotated Student Response

SAMPLE 3-POINT RESPONSE

Writing

1. To:

From:

I have herd that you would like to pass a law where dogs are not allowed to run free. Also I herd that if they catch your dog not on a leash you would have to pay a fine.

I know many people have complained because of dogs running through school grounds, tearing up nabor's yards, and dogs doing so many more things. I think it is a great idea to make a law so that dogs can't destroy yards or do their bussness in it. So I would approve you to make this law.

I would want you to do this because I have had my exsperions with dogs not being on a leash. My next door nabor has a big brown dog and I have a really small dog I can't even take my dog for a walk (on her leash) with out that thing coming and chasing after us.



Writing

I know many people have had experiences like me and I want this law so that me and my dog can go on a walk and not get chased. A few words that would describe the law would be, amazing, smart, impressive, and wonder full. I just wanted to say what I thought about the law please pass the law.



GRADE 5 — Writing

ANNOTATION — 3-POINT RESPONSE

Grade 5, Prompt 1

Score Point 3

The writer adequately establishes focus on the intended audience and purpose by providing background information (*I think it is a great idea to make a law so that dogs can't destroy yards or do their bussness in it*). **Ideas are developed with adequate support and clarification of the topic** (*My next door nabor has a big brown dog and I have a really small dog I can't even take my dog for a walk . . . with out that thing coming and chacing after us*). **The writing is adequately organized using a logical progression of ideas. The writer chooses words that are generally appropriate for the intended audience and purpose. Errors in grammar, usage, and mechanics occasionally impede understanding of the argument.**



Annotated Student Response

SAMPLE 4-POINT RESPONSE

Writing

1. County Leaders,

The idea of your new law is a good idea. I think that if we have dogs running on school campus, they might bite or hurt the kids. This may cause unhappy parents and complaining. Also, since some classrooms have windows looking out onto playgrounds, it could cause a distraction. Therefore, kids may not get the grades they need on an important assignment. So, dogs running loose on the campus is a bad idea.

Busy streets are the most important thing to stay away from. So why should there be dog running across them? This could cause crashes and injuries because of some dogs. Also, a kids dog might run into the streets. The kid might want to run in and go after it causing major damage. Therefore, this law applies to everyone who wants to stay alive and safe.

To keep the dogs from running loose, it was a good idea to keep them on their property or keep them on leashes in the public area. I would advise you.



Writing

that keeping a dog on property is hard work. You would either have to install an electric fence or build a fence which is hard to maintain. Also, keeping a dog on a leash in public is also very hard. The owner would have to stop the dog from sniffing, barking, and/or biting other people. So if the law is passed I advise you to be prepared.

Finally, paying the fines is decided on the amount. The amount would have to be a low price. Maybe if it is a high price and people break the law they would possibly not be able to pay it off. Also, if it is too low your law would be broken all of the time. You would have dogs running loose and the community might fall apart. So, the amount should be the right price so there would be no more complaints. Thank you for listening.



ANNOTATION — 4-POINT RESPONSE

Grade 5, Prompt 1

Score Point 4

The writer establishes and maintains focus on audience and purpose (*The idea of your new law is a good idea*) **and effectively engages the audience by providing relevant background information. The ideas are consistently developed with depth and complexity using appropriate and effective examples, details, facts, and explanations, and arguments** (*Also, a kid's dog might run into the streets. The kid might want to run in and go after it causing major damage. . . . Maybe if it is a high price and people break the law they would possibly not be able to pay it off. Also if it is too low your law would be broken all of the time. . . . So, the amount should be the right price*). **The response progresses logically and ideas flow naturally within and between paragraphs. The writer consistently uses a variety of sentence lengths and structures. Errors in usage and mechanics do not impede understanding of the argument.**



Two American Holidays

The fighting in World War I stopped on the eleventh hour of the eleventh day of the eleventh month in 1918. The next year, President Woodrow Wilson said that November 11, 1919, would be a day of public celebration and parades to remember the end of the war. In 1938, it became a national holiday and was called Armistice Day; in 1954, the name of the holiday was changed to Veterans Day. It is now a day that has been set aside to thank all members of the American armed forces for their service.

For many people, Memorial Day is the end of a three-day weekend during which families often have outdoor picnics and parties or enjoy trips to the lake, beach, or river. The significance of the day goes beyond beginning summer activities. On May 5, 1868, General John Logan set the first official Memorial Day as May 30, 1868. At that time, flowers were placed on the graves of Union and Confederate soldiers in Arlington National Cemetery. Soon after the end of World War I, Memorial Day became a day for Americans to honor those who served bravely in any war, not just the Civil War. Since the late 1950s, on the Thursday before Memorial Day, soldiers have placed American flags at the gravestones at Arlington National Cemetery. Boy Scouts and Girl Scouts place candles at the grave sites of soldiers. A national moment of remembrance was passed in 2000 to honor those who served the country. Along with picnics and outdoor fun, many people today honor and remember loved ones who have passed by visiting their final resting places and placing flowers there.

Moina Michael

Moina Michael was born in 1869 in Good Hope, Georgia. She studied in Georgia and New York City and spent the next fifty years as a teacher. After the United States entered World War I, she left her job at the University of Georgia and volunteered to teach people who were going to help the soldiers in Europe.

After reading a poem titled "In Flanders Fields," Moina Michael decided to write her own poem in honor of American soldiers. Her poem was called "We Shall Keep the Faith." Moina Michael cared about the soldiers. She worked hard to raise money for their needs after they came home. Some of her ideas spread to England, France, and Australia, as well as several other countries.

In 1948, the U.S. Postal Service issued a stamp in honor of Moina Michael's life-long work for American soldiers and their care. She was also remembered by her home state of Georgia. In 1969, a section of highway was named the Moina Michael Highway.

**Writing situation:**

Your class is studying American celebrations when a new student from another country joins the class. The new student speaks English but knows very little about American celebrations. To help the new student, the teacher asks the class to create a notebook with articles about celebrations in the United States. You have read the passage about the two celebrations and the article about Moina Michael. You decide you want to tell the new student about Memorial Day and Veterans Day.

Writing directions:

Write an article about the two celebrations that honor past and present members of the American armed forces. You will share the article with the new student. Include information about why the celebrations are held. Describe the activities that some people might enjoy on these days.



Annotated Student Response

SAMPLE 1-POINT RESPONSE

Writing

2. I would play football outside with some friends and we play for like an hour and would probably play the game with my brothers for memorial Day. For Veterans Day I just go to sleep and go to my cousin house or ride my bike or scooter and do my chores like always and would on the computer.



ANNOTATION — 1-POINT RESPONSE

Grade 5, Prompt 2

Score Point 1

This writer identifies a general purpose but demonstrates little awareness of the needs of the audience because no background information is provided. The writing demonstrates little development of ideas or organizational structure since it only offers a short list of activities (*I would play football outside with some friends and we play for like an 1 hour and would probaly Play the game with my brothers*). The writer uses no variety in sentence structure and uses only simple words. Errors in usage and mechanics occasionally impede understanding of the text.



Annotated Student Response

SAMPLE 2-POINT RESPONSE

Writing

2 I am going to tell you about two celebrations that honor past and present members of the American armed forces, Next why the celebrations are held, Finally what the activity is that some people enjoy on these days.

The two celebrations Americans celebrate is memorial day and veterans day. Memorial day is for Americans to honor those who served bravely in any war. Veteran's day is when the Americans thank all members of the American armed forces for their services. These celebrations are held so the Americans can thank the soldiers who served us so bravely.

Some Americans celebrate these days by visiting the soldiers who have past away and placing flowers on their graves. Some Americans have picnics and outdoor fun. Some even decorate by putting a yellow ribbon on their tree or their door knob.

I hope you had an amazing time learning about what the two celebration the Americans had and how celebrate who served us!



ANNOTATION — 2-POINT RESPONSE

Grade 5, Prompt 2

Score Point 2

The writer identifies a generalized purpose and audience (*I am going to tell you about two celebrations that honor past and present members of the American armed forces*) **but provides only limited background information** (*Memorial day is for Americans to honor those who served bravely in any war. Veteran's day is when the Americans thank all members of the American armed forces for their serveses*). **While the writing contains some development, the supporting details and examples offer little insight or interpretation** (*Some Americans have picnics and outdoor fun. Some even decerate by puting a yellow ribbon on their tree or their door nob*). **The writer demonstrates some attempt at organization by generally grouping ideas by paragraph.** There are some varied sentence structures, but these appear alongside many simple sentences. Errors in grammar, usage, and mechanics appear alongside occasional control of these features. Errors, however, do little to impede understanding of the text.



Annotated Student Response

SAMPLE 3-POINT RESPONSE

Writing

2.

Celebrations

In America we celebrate traditions like Memorial Day and Veteran's Day, which used to be Armistice Day. You're going to learn about the wonderful traditions and celebrations in the next few paragraphs. I hope you learn a lot.

Many people celebrate traditions too. Memorial Day is held towards the Summer. We celebrate it because many brave people have served in the army, marines, etc. and this helps people remember them. Putting flowers on their grave on this day can show love to lost and a lot of proud in them. My family and friends celebrate and respect this tradition. My grandparents took me to the Arlington National Cemetery last summer it really helped me understand the soldiers bravery. My big brother got to start the Pledge of Allegiance there. America celebrates



Writing

in many different ways, but that was just a few ways.

Veteran's Day is held to honor our soldiers for being brave and risking their lives for our country. We need to respect them a whole lot. This day/weekend can be very sad or very exciting. It can be sad because people think about family dying. It can also be very exciting because family sometimes can come home. People celebrate this tradition by doing many fun things, here are a few. At school people come and speak to us about how important it is. We do fun worksheets and stuff to help us remember. People have many traditions in America.

Many Americans honor these traditions in many ways. You can honor it by putting flowers on graves of lost soldiers. This



Writing

helps us remember them even though they're gone. People can go to the Arlington National Cemetery to see the unknown soldier. Americans can also celebrate family coming back home from war. Some people have parties for them. Others have small get together's. My family goes to the parade. Even though there are many ways to celebrate we all have great traditions.

Now you know some ways American citizens celebrate different traditions. These are some wonderful celebrations in America. I hope you learned some stuff.



ANNOTATION — 3-POINT RESPONSE

Grade 5, Prompt 2

Score Point 3

The writer adequately establishes focus on the intended audience and purpose by providing background information that generally anticipates audience needs (*Memorial Day is held towards the Summer. We celebrate it because many brave people have served in the army, marines, ect. and this helps us remember them*). **The writer adequately develops ideas through examples, details, facts, explanations, or descriptions** (*My family and friends celebrate and respect this tradition. My grandparents took me to the Arlington National Cemetary last summer it really helped me understand the soldiers bravery*). **Some development, however, is list-like with little insight or interpretation. The writing is adequately organized with a logical progression of ideas and simple transitional words that generally connect ideas and guide the reader. The writer uses some variety in sentence lengths and structure, but alongside mostly simple sentences. The writer chooses words that are generally appropriate to the intended audience and purpose of the writing. A few errors in grammar, usage, and mechanics occur that do not impede understanding.**



Annotated Student Response

SAMPLE 4-POINT RESPONSE

Writing

2. Two very special holidays I am going to tell you about are Memorial Day and Veterans Day. Memorial day is May 30th and Veterans Day is November 11th. Memorial Day is about honoring soldiers who have died fighting for our country. Veterans Day is about honoring soldiers who have fought for our freedom. There are many activities we do on these days to remember those who have served our country.

Memorial Day is a holiday when we don't go to school. Many people do different things on this day. One thing people do is visit the cemetery and place flowers on the graves of those who have died in the wars. There is also a special service they have at the cemetery that people attend. This service will have a speaker or pastor who will talk about the importance of remembering the sacrifice of those who died fighting for our country. Then after that the bugler will play Taps, which is the song that is played at soldiers' funerals. Then, I think it comes at the very end, a group of soldiers will shoot off their rifles together. This is called a twenty-one gun salute.

Another activity that happens on Memorial Day is the Parade. A Parade is where everyone



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lines on the side of main street and watches all kinds of special things go by. There are marching bands from the high schools in the area that play patriotic marches. A firetruck will drive by with firemen hanging off it. There are also always riding really small bikes and floats that have people waving and throwing candy to everyone. Actually almost every group that goes by (not the marching band) throws candy. And though you don't get as much candy as you do on Halloween, it is always great to get free candy.

Veterans day is not like Memorial Day because we still have school. But we still do things to celebrate Veterans. We have assembly with the flag and the pledge of allegiance. There is a speaker who explains how important it is to remember the veterans who have fought for our freedom. He talks about the soldiers from the past and those soldiers who are fighting now.

In class for Veterans Day we do special lessons on Veterans. We learn about the different parts of the military like the Army, Navy and Air Force. We also learn the wars that have



Writing

been fought. On last Veterans Day we got a hand out on World War I that explained how American soldiers fought in Europe after Germans sank American ships. The war had been going on for years between England and France against Germany when America went to war. American soldiers helped end the war really quickly. And it is a fact that Veterans Day used to be called Armistice Day to remember the end of World War I. Now it is a day to remember all veterans.

Memorial Day and Veterans Day are two very important celebrations and there are many activities people do to celebrate soldiers and veterans. There are parades, special services and speakers. We sing the national anthem and we learn about all the things our soldiers have done for us. These are special celebrations to remember all our soldiers because it is important we don't forget.

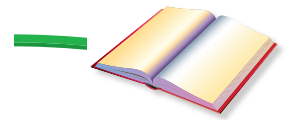


ANNOTATION — 4-POINT RESPONSE

Grade 5, Prompt 2

Score Point 4

The writer establishes and maintains focus on audience and purpose, and effectively engages the audience by providing relevant background information (*Memorial Day is about honoring soldiers who have died fighting for our country. Veterans Day is about honoring soldiers who have fought for our freedoms. There are many activities we do on these days to remember those who have served our country*). **The ideas are consistently developed with depth and complexity using appropriate and effective examples, details, facts, and explanations** (*There is also a special service they have at the cemetery that people attend. This service will have a speaker or pastor who will talk about the importance of remembering the sacrifice of those who died fighting for our country. Then after that the bugler will play Taps And it is a fact that Veterans Day used to be called Armistice day to remember the end of World War 1. Now it is a day to remember all veterans*). **The response progresses logically and ideas flow naturally and cohesively within and between paragraphs. The writer consistently uses a variety of sentence lengths and structures. Errors in grammar, usage, and mechanics are infrequent and do not impede understanding of the text.**



Item Information

Question Number	Question Type	Passage Title	KCAS Standard	Mode
Part A	Stand Alone	NA	W.5.1	Opinion
Part B	Passage Based	Two American Holidays	W.5.2	Informative/ Explanatory